

Cleveland Elementary School

455 Athens Street, San Francisco, CA 94112 (415) 469-4709

Mr. Miguel Fernandez, Principal

U.S.D.

1998-99 School Accountability Report Card

Fall, 1998

School Description

Cleveland School combines a rigorous, meaning-centered curriculum with an emphasis on meeting the needs of the whole child. Cleveland has designed and implemented a new school wide literacy program with the goal of dramatically raising the reading performance of all the students. Shared reading, journal writing, phonics instruction, the writing process and literature study take place in every classroom. Students have daily opportunities to deepen and demonstrate understanding of mathematical concepts. Rich Science lessons stimulate our students and develop observation, comparison, and classifying skills. There is writing across all curricular areas.

Additional activities include student government, Conflict Manager and peer tutoring.

Parents participate in school governance through the School Site Council and its Advisory Committees. The Parent Teacher Association has active committees which plan events and oversee campaigns to promote student health and welfare and educational enrichment. The school collaborates with several community based organizations and agencies: Edgewood Family Center, San Francisco Educational Services, Excelsior Partnership Program and the Recreation and Park Department among others.

Cleveland School is an Optimal Learning Environments Project school. Three Cleveland School Teachers participate on the district Mathematics Leadership Initiative professional development team.

District Mission and Goals

The mission of the San Francisco Unified School District is to provide each student with an equal opportunity to succeed by promoting intellectual growth, creativity, self discipline, cultural and linguistic sensitivity, democratic responsibility, economic competence and physical and mental health so that each student can achieve to his or her maximum ability.

To achieve this mission, the Board of Education has adopted the following goals: 1) To improve teaching and learning to enhance the academic achievement of all students; 2) To improve staff, parent and community participation in the educational process; 3) To maintain school environments that are safe, secure and attractive; 4) To build a school environment that is fully integrated in all its programs and activities and provides equal opportunity for all students; 5) To improve and expand the Early Childhood Education Program and integrate it into the K-12 Program; and 6) To increase and expand inter-agency collaboration to better serve our students.

School Priorities

For each goal there is a number of measurable objectives. Every school has developed a school site plan to achieve each objective and identified their individual school priorities: 1) Improve the academic achievement and study skills of bottom quartile students. 2) Maintain school environments that are safe, secure and attractive. 3) Increase parent/family, student, and teacher involvement.

Philosophical Tenets

In order to achieve these objectives, the Board has adopted the following set of philosophical tenets:

- | | | |
|--|--|---|
| <ul style="list-style-type: none"> * All individuals should learn to live and work in a world that is characterized by interdependence and cultural diversity. * All individuals want to learn and to be recognized for their achievements. * Learning is an interactive process that occurs when students understand and are able to communicate new concepts through carefully crafted and guided challenging experiences defined by clear learning goals and rigorous performance standards. | <ul style="list-style-type: none"> * All individuals are entitled to be treated with respect and dignity. * All individuals can learn. * All individuals learn in many different ways and at varying rates. * Each individual learns best in a particular way. * All individuals are both potential learners and potential teachers. * Learning has both cognitive and affective dimensions. | <ul style="list-style-type: none"> * Teachers, administrators and staff are partners with students in the learning process. If students fail, all partners should accept full responsibility for this failure and take action to ensure success. * Parents want their children to attain their fullest potential as learners and to succeed academically. |
|--|--|---|

| | | | | | |
|----------------------------|-----------|-------------------------------|-------|--------------------------------|--------|
| Grade Span: | K-5 | Student Enrollment: | 353 | LEP/NEP ¹ : | 52.4% |
| Building (sq.ft.): | 27,500 | Average Daily Attendance: | 98.9 | EDY ² : | 31.4% |
| Year of Construction: | 1911/1966 | Optional Enrollment Requests: | 27.5% | % of Points Met ³ : | 46.53% |
| Children Center/Childcare: | No | Title I/State Pre-K Program: | No | Student Uniforms: | No |

¹ LEP/NEP: Limited English Proficient or Non English Proficient

² EDY: Educationally Disadvantaged Youth

³ % of Points Met: Refers to the set of District objectives to achieve District goals

Counseling and Student Support Services

District general funds are not available for counseling services at the elementary school level. However, some schools have added support staff funded through special programs, projects, or grant awards. Consent Decree funds a Community Relations Specialist Elementary Advisor. The Conflict Managers Program trains all students in peaceful Conflict Resolution.

The CARE Team provides support for children and their families to develop positive, healthy relationships allowing students to achieve academically at their highest potential. Families are critical partners in the social development and academic achievement of their children. The CARE Team exists to assist that development and achievement.

Student Attendance and Dropout Rate

Dropout rate 1995-96 = 4.9% 1996-97 = 1% 1997-98 = 3.4%

The District's K-5 average attendance for 1997-98 was 99.8% and the dropout rate was 1.7%. At Cleveland ES, attendance for the year was 98.9%, excused absences were 4.2%, unexcused absences were 1.1%, and the dropout rate was 3.4%. An important District objective is to further reduce dropout rates. Dropouts are defined as students who are absent without reason for 45 days or more. At our school we telephone the homes of all absent students daily. A procedure of home contact has been set up for students who are consistently absent without a valid excuse. This involves the secretary, classroom teacher, elementary advisor and the principal. Students with more than three unexcused absences are given truancy letters with a notification to the Student Attendance Review Board.

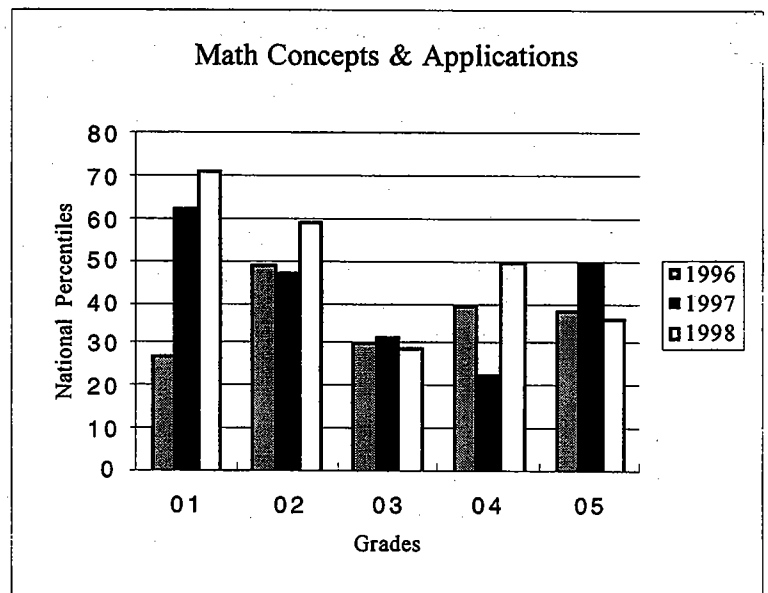
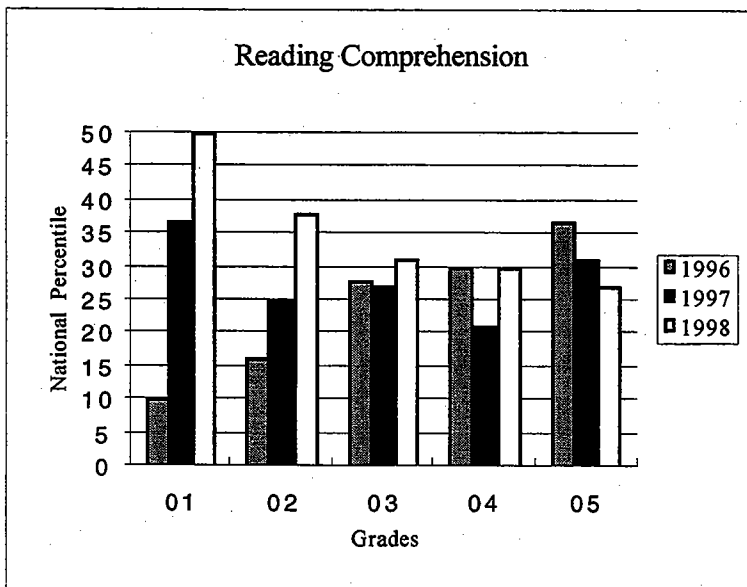
Student Achievement

CTBS (Spring 1996 - Spring 1998)

District K-5 Average National Percentiles

| | 1996 | 1997 | 1998 |
|---------|------|------|------|
| Reading | 38 | 42 | 46 |
| Math | 48 | 53 | 58 |

Portions of the Comprehensive Tests of Basic Skills (CTBS) are used by this District to measure individual student progress and proficiency standards.



Ethnic Diversity

Ethnic Representation (Percents)

| | AA% | AI% | C% | F% | J% | K% | L% | ONW% | OW% |
|--------------------|------|-----|------|------|-----|-----|------|------|------|
| 353 Students | 16.1 | 0.3 | 12.2 | 12.5 | 0.0 | 0.0 | 48.7 | 6.8 | 3.4 |
| 21 Certificated | 4.8 | 0.0 | 0.0 | 4.8 | 4.8 | 0.0 | 19.0 | 4.8 | 61.9 |
| 2 Classified | 0.0 | 0.0 | 50.0 | 50.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 7 Paraprofessional | 0.0 | 0.0 | 14.3 | 0.0 | 0.0 | 0.0 | 57.1 | 14.3 | 14.3 |

When filling staff vacancies, we give attention to making the ethnic diversity of staff reflective of the student population. This includes language & cultural diversity. We continue to become more ethnically, linguistically and culturally diverse.

Teacher Evaluation

Administrators, probationary and long term substitute teachers, and all classified personnel are evaluated by their supervisors every year. Tenured teachers are evaluated every two years.

The evaluation processes are determined through contractual agreements with the United Administrators of San Francisco, the United Educators of San Francisco, and the Civil Service Commission of the City and County of San Francisco.

Student Behavior

| | 1995-96 | 1996-97 | 1997-98 |
|---------------------------|---------|---------|---------|
| School Suspension rates: | 13% | 3% | 5.1% |
| District Expulsion rates: | .18% | .14% | .09% |

In order to provide a healthy climate, we have regulations consistent with the Student Behavior Handbook. Last year at Cleveland ES, 18 students were suspended for violations of those regulations. The following program(s) have been included in the School Site Plan to achieve the District's objective to reduce the number of suspensions: Programs include the schooled discipline policy, Conflict Managers Program, the Student Advisor Program, Student of the Week and Month, Awards Assemblies, the Girls Socialization Group, and the addition of Victor Valle as our CARE Team leader.

Teacher Assignment

Out of 4,498 certificated staff in the District, 73 are on waivers. At Cleveland, all teachers are teaching in the areas in which they are credentialed. A number of staff have multiple credentials and degrees. We have credentialed teachers in the following areas of specialization: 8 English Plus, 1 Special Ed., 9 English Only instructors. We also have 1 RSP and a Literacy Coordinator who as part of his duties teaches Language Arts for 85 minutes each day.

Class Size

| Grade | Contract Ratios | Contract Goals | District Averages | School Averages | | | Minutes Per Year* |
|-------|-----------------|----------------|-------------------|-----------------|------|------|-------------------|
| | | | | 1996 | 1997 | 1998 | |
| K | ** | 28 | 18.88 | 20.0 | 20.0 | 19.7 | 43,200 |
| 1 | ** | 24 | 19.30 | 20.0 | 20.0 | 19.0 | 50,400 |
| 2 | ** | 24 | 18.92 | 18.5 | 17.0 | 18.3 | 50,400 |
| 3 | ** | 25 | 20.79 | 22.0 | 18.3 | 18.3 | 50,400 |
| 4 | 32.2 | 30 | 25.54 | 29.5 | 26.7 | 22.5 | 54,000 |
| 5 | 32.2 | 30 | 26.65 | 25.5 | 26.0 | 24.7 | 54,000 |

* All schools offer and often exceed the minimum required number of instructional minutes per year. All instructional minutes meet or exceed the state minimum requirement for instructional minutes.
** Grade K-3 class size goal of 20 determined by the District's participation in the State's Primary Grade Class-size Reduction Program.

Teacher/Staff Professional Development, and Curriculum Improvement

Number of Staff Development Days: 1996-97 = 8 1997-98 = 8 1998-99 = 8

Professional development is a part of every school site plan and a major component of instructional support departments. The district's professional development program provides opportunities for teachers to implement the district's core curriculum for all students, update content area expertise, use data to plan instructional improvement strategies, and acquire new instructional strategies. Leadership development across content areas is facilitated centrally, and multiple professional development institutes engage educators and parents in instructional leadership development.

All of Cleveland's staff is engaged in ongoing professional development, many on a leadership level. Four teachers are members of SFUSD's Literacy Implementation team. They are district trainers inservicing teachers in the new Literacy Place/Solares Language Arts program. Eight teachers are members of the City Science team, including two teacher leaders. One teacher is part of the math leadership team, and a mentor teacher is on our staff. One teacher is our health advocate. One teacher, who is an RR Specialist, supports other primary teachers in developing strategies for early literacy development.

Cleveland's primary focus this year is student literacy and we maintain this vision throughout our staff development activities.

Quality of School Instruction and Leadership

The goal of the Cleveland School leadership and staff is to increasingly employ a project-based learning model. We strive to provide children with stimulating experiences that combine systematic instruction with the creation of work that dignifies the students' time and talent and that serves real purposes and audiences.

Our Program Quality Review in 1995-96 began the process of reflection and change to ensure that students possess basic math skills and the ability to apply those skills to real-world problems.

Average Salaries, Budget Percentages & Expenditure per Student

| 1996-97 SALARY COMPARISON | | |
|----------------------------------|-----------|------------|
| | * STATE | SFUSD |
| Beginning Teacher Salary | \$28,707 | \$29,448 |
| Mid-range Teacher Salary | \$44,725 | \$42,379 |
| Highest Teacher Salary | \$53,449 | \$52,080 |
| Principal's Average Salary | \$71,817 | **\$66,556 |
| Superintendent's Salary | \$122,416 | \$142,800 |
| Expenditure per Student | - | **\$4,249 |
| % of Budget for Teacher Salaries | 43.33% | 42.35% |
| % of Budget for Administrators | 4.88% | 4.41% |

* Districts over 20,000 ADA
** Elementary Schools Only

Substitute Teachers

During the 1997-98 school year, the Cleveland ES teacher attendance rate was 97%. The school utilizes a known, reliable team of substitutes when they are needed. They are critical in supporting teachers by providing them release time for grade-level meetings, school planning and conference attendance.

Textbooks and Instructional Materials

The review, selection, and purchase of textbooks and instructional materials are carried out in conjunction with the California eight-year curriculum improvement cycle and District priorities. In 1997-98, there were district-wide adoptions of K-8 English Language Arts, K-5 Spanish Language Arts, 9-12 Spanish, economics, biology, biotechnology and physics instructional materials. Content and performance standards for English Language Arts, mathematics, and science are being implemented.

We supplement district provided textbooks with instructional materials, childrens' literature and software. Materials are provided in English and Spanish. We are expanding our small collection of Chinese language literature in the library. A collection of leveled readers and big books is maintained for use by all staff.

Computer instruction is provided in the computer lab and in the classrooms, all of which are networked and on-line. The video camera and editing lab is used by student teams to create instructional video and record student work.

School Facilities and Safety

Current Conditions

All classrooms have been recently repainted. A major mural, "Keep Our Ancient Roots Alive" by Susan Cervantes, graces the south face of the building. A new play structure and portable classroom were recently added.

Planned Improvements

Proposition A funds will be used to upgrade computer network data and power wiring.

Needed Improvements

Upgrade/replace windows.

Parent Involvement

Parents actively participate in school governance through the School Site Council, advisory committees and task forces. Our active PTA builds leadership and sponsors workshops and other events for parents and families and assists in the recruitment of parent volunteers as classroom helpers, field trip chaperones and reading tutors. Parent volunteers are being provided with a three-session workshop in strategies for developing literacy. A weekly folder system is used for home-school communication. Computer classes for parents are offered twice a week.

For further information about our school or if you have questions about this document, please feel free to call us.

Si necesita información sobre nuestra escuela o si tiene alguna pregunta sobre este prospecto, llámenos.

Nếu muốn biết thêm chi tiết về trường học hoặc về tập tài liệu này, xin quý vị gọi điện thoại cho chúng tôi.

Kung kailangan ang karagdagang impormasyon tungkol sa ating paaralan O gustong magtanong tungkol sa mga kailangang dokumento, maaari kayon tumawag sa amin.

Если у Вас есть вопросы, или нужна дополнительная информация, пожалуйста позвоните по телефону.

如果你們需要任何有關學校的資料或有任何關於此文件的問題，請打電話與我們聯絡。

San Francisco Unified School District

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Attn: Cleveland Elementary School